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ABSTRACT

The document outlines the social studies program for grades K-12 in Texas. It is presented in five sections. Section I provides an overview of the program. Curriculum design, instructional resources, and professional growth and development are discussed. Section II outlines goals for public school education in Texas and Section III outlines social studies subgoals. These goals include acquiring factual and generalized knowledge of people and their environments, developing and examining their own and others' values and attitudes, and developing skills necessary for interacting with various environments. Section IV briefly discusses special concerns of handicapped and gifted students, and coordinated vocational-academic, bilingual, career, crime prevention, drug, multicultural, economic, and law-related education. Section V, the major portion of the document, describes course content in grades K-12. The elementary school program consists of citizenship, crime prevention, drug, economic, career, and multicultural education. The secondary school program consists of specific courses including American Studies, Texas History and Geography (grade 7), American History and Citizenship (Grade 8), and American History (Grades 9-12). Offerings for grades 10-12 include Advanced Texas Studies: American Indian, Mexican American, and Black American Studies; Fundamentals of the Free Enterprise System: World, Latin American, Asian, and African Studies: and disciplines of the social sciences. Appendices describe experimental courses, requirements for assignment of teachers, and Texas Education Agency publications. (KC)

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Framework For The Social Studies

Kindergarten-Grade 12

SO 012 492

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1980

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FOREWORD

Although all of public education prepares students for citizenship, the social studies program has the major role and responsibility for citizenship education. This publication describes a social studies program directed at helping students acquire relevant knowledge, attitudes, skills, and experiences to become effective, participating, and responsible citizens of our society.

The framework for the social studies provides guidelines to local schools in planning total social studies programs for Kindergarten through Grade 12 and serves as a basis for state adoptions of new textbook materials. It reflects legislative mandates, State Board of Education policy changes, and important developments in social studies education that have occurred since the issuance of the previous framework in 1970. This document, therefore, supersedes the *Framework for the Social Studies, Grades K-12,* January, 1970.

This publication is the result of a long-term study by Texas Education Agency staff members with the assistance of the Curriculum Committee of the Texas Council for the Social Studies; educators in local schools, education service centers, and institutions of higher education; and an array of lay citizens. We wish to thank all of these persons for their assistance and advice, especially those who responded with detailed critiques of the previous framework.

Alton O. Bowen
Commissioner of Education

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OVERVIEW: THE SOCIAL STUDIES PROGRAM, K-GRADE 12

The social studies constitutes both a subject area of the elementary and secondary school curriculum and a field of study concerned with people individually and in groups, past and present, in a variety of relationships and settings. Its content, concepts, and methodologies are drawn primarily from history, geography, political science, economics, sociology, psychology, anthropology, and philosophy, with attention to the arts and humanities. Each of these disciplines provides a unique perspective and understanding of human relationships. The social studies curriculum, therefore, is interdisciplinary in nature.

The primary purpose of the social studies program is to provide learning experiences for all students that will lead to the acquisition and development of the knowledge, attitudes, processes, and competencies essential for self-development, positive human relationships, and participation in a democratic society. To achieve this purpose, the social studies program is planned so that teaching and learning are developmental and cumulative as students advance from one level to the next.

Elements of a total social studies program include:

- the curriculum design
- instructional resources and physical environment
- professional growth and development of teachers

CURRICULUM DESIGN

The curriculum design is a basic educational plan that includes goals and objectives, content, learning experiences, teaching strategies and techniques, and evaluative and assessment procedures. A particular design is determined by the needs of students and the resources available to the school. The task of developing a curriculum design consists of several key steps:

- formulating goals and objectives
- assessing student achievement
- analyzing the program
- selecting and organizing content
- identifying and planning for skill and processes
- planning for teaching strategies and techniques
- determining evaluative procedures and techniques

All parts of a curriculum design are closely interrelated and planned so that each is consistent with the other. This enables each member of the instructional staff to choose from a variety of instructional alternatives, while following a unified curriculum design and a common set of aims.

Basic considerations concerning each key part of the design are described below.

Goals and Objectives

Goals describe in a broad, general way the major outcomes and emphases of the total social studies curriculum.

Objectives describe in more specific terms expected outcomes of a grade-level subject, a course, or a unit of study. At the same time, they guide in the selection of content, learning experiences, instructional materials, and evaluation of teaching and learning.

Goals and objectives are:

- clearly and concisely stated
- realistic in terms of possibilities for accomplishment within the existing limitations of the school and students
- measurable by generally-accepted evaluative techniques

Assessment of Student Achievement

A district's goals and objectives are used as the basis for assessing the levels of achievement of students. Using the assessment results, a district identifies students' problem areas that need priority treatment.

Program Analysis

Program analysis is the evaluation of a program area to identify its strengths and weaknesses and the possible relationships of weaknesses to identified student needs. Such an analysis gives the district an opportunity to improve weak components of a program and maintain strong ones.

Selecting and Organizing Content

Content for a specified grade-level subject, a unit of study, or a course is selected for achieving teaching and learning objectives. Major functions of factual information or content are to explain or illustrate main ideas and to help students develop concepts and thinking processes. Content selected for teaching and learning, therefore, is planned in a developmental sequence within a conceptual framework to ensure transferability of cumulated knowledge and ideas from one context or experience to another.

Concepts are the labels or symbols that refer to a class or group of objects, qualities, and actions possessing certain common characteristics. The concepts students develop are woven into their cognitive structures, i.e., the ways they organize and label their experiences. The social studies curriculum, organized around concepts, provides the structure and stability to understand data and experiences more clearly.

Skills and Processes

Students learn and use a variety of processes in achieving:

- knowledge of the traditional social studies
- economic and occupational competence
- political understanding and competence in civic affairs
- appreciation and understanding of cultural diversity
- competence in personal and social relations

The skills and processes of acquiring knowledge, developing concepts, and thinking may be referred to as cognitive processes; those concerned with values and attitudes may be called affective processes. When these processes are concerned with making choices, setting priorities, and making value judgments, both cognitive and affective processes are involved. Skills and processes include but are not limited to:

- observing, listening, reading, writing, and discussing
- contrasting and comparing for the purpose of noting similarities and differences
- locating, gathering, organizing, classifying, and reporting information
- recalling and using previously acquired knowledge and experiences to explain new ideas and make predictions
- drawing inferences and tentative conclusions
- stating and testing hypotheses
- reporting information through a variety of techniques, both visually and orally
- interpreting globes, maps, and various types of map projections
- interpreting and developing materials in graphic form
- formulating and applying generalizations
- interpreting and synthesizing information from a variety of sources and experiences
- value judgments and analyzing objectively one's own values and those of others

These skills and processes are interrelated and are taught at all levels:

- with varying degrees of complexity and depth in keeping with the developmental levels of learners
- within the context of meaningful subject-matter content and learning experiences rather than as isolated exercises
- through student participation, both individually and as members of a group, in discussions and in work-related situations

Teaching Strategies and Techniques

A variety of teaching strategies and techniques are employed that take into account characteristics of the learners and all aspects of the educational process.

Teaching strategies and techniques should be selected for the purposes of:

- adapting instruction to various levels of student abilities
- varying pace for differing rates of progress and learning of students
- encouraging individual responsibility, group self-direction, initiative, and cooperation
- enriching learning so that it is interesting, significant, and useful
- engaging students directly and actively in learning

Teaching strategies and techniques are flexible, continuously evaluated, and modified to meet the changing needs of learners.

Evaluation of Teaching and Learning

Evaluation is an on-going process of diagnosing, assessing, and measuring the effectiveness of teaching and learning in terms of the goals of the curriculum and the specific objectives for a grade-level subject, a course, or a unit of study. Evaluation involves use of a variety of techniques including self-evaluation by students and teachers.

In addition to identifying degrees of success in teaching and learning, the evaluative process indicates:

- when and what teaching strategies, techniques, and curriculum policies need to be changed
- what kinds of basic learning a student may have missed and needs to be retaught or to have reinforced
- which students need special assistance in advancing to higher levels of learning

Progress in achieving goals and objectives depends on the extent to which teachers and curriculum planners are guided by the results of evaluation.

INSTRUCTIONAL RESOURCES

A social studies program that is flexible, student centered, and process oriented requires a variety of organized, carefully selected resources to which teachers and students have easy access throughout the school day. Although the textbook is still recognized as a basic teaching tool, it should not be relied on as the single instructional resource.

The teachers and students should be provided or have access to various printed materials including:

- supplementary materials to support each grade-level subject, course, or unit of study
- standard reference books, including general secondary works, primary sources, and those designed for specific social studies subject and topics
- reference tools, such as indices to periodicals, statistical manuals, bibliographies, and aids for the selection of printed material
- current magazines and files of back issues that focus on social studies topics
- sources of print and nonprint materials

The teachers and students are provided, or have access to, a variety of nonprint materials and equipment including:

- films, filmstrips, slides, pictures, transparencies, charts, and disc and tape recordings related to subject matter taught
- audiovisual equipment such as film and filmstrip projectors, tape recorders, phonographs, overhead projectors, and copying and duplicating machines

If feasible, students should have access to the use of television receivers, computer stations, and any other instructional materials that will directly involve them in the learning process.

It is desirable that each classroom used for social studies instruction have:

- movable furniture to allow flexibility in class arrangements
- a minimum of one bulletin board and one chalkboard
- storage space for books and other materials in current use
- a filing cabinet for resource units, clippings, charts, plans, and duplicated materials
- at least one globe and one atlas appropriate for the developmental level of the students
- wall maps and/or map transparencies appropriate for the subjects studied and the developmental level of the students

It is also highly desirable to have access to areas designed for large and small group instruction.

The following considerations are included in the process of acquiring instructional materials:

- Social studies teachers participate in the development of a plan that includes criteria for the selection and evaluation of materials to be acquired
- Instructional materials are appropriate to the achievement and developmental levels of the learners
- Materials acquired take into account the interests and wide range of individuals and the cultural differences of learners
- Materials selected are evaluated for sound and up-to-date scholarship

In addition to print and nonprint materials, the community itself provides rich resources for teaching and learning including:

- different types of environments, resource uses, and population patterns
- social institutions, such as churches, clubs, schools
- business enterprises and trade activities
- community history sources
- career exploration and investigation sites
- people who have varied interests, talents, and experiences to share

A community resource file should be provided and kept up-to-date to facilitate use of community resources to support in-school instruction.

PROFESSIONAL GROWTH AND DEVELOPMENT

The social studies, both as a field of study and as an area of the curriculum, undergoes continuous appraisal and modification. Teachers and others involved in social studies instruction need to participate in a variety of carefully planned activities for professional growth and development, such as:

- graduate study
- observing special programs in other schools
- workshops and institutes
- local and/or regional inservice programs
- participation in professional organizations
- domestic and foreign study seminars
- community activities
- experimental research and pilot testing of new materials
- curriculum development activities in the school system

In addition, individual educators can do much in the way of self-development to advance their teaching competencies and professional growth including:

- personal reading to broaden knowledge and understanding of people and societies—past and present
- study of the latest findings of research related to teaching and the social studies
- writing for professional publications
- planned travel

GOALS FOR PUBLIC EDUCATION IN TEXAS

The State Board of Education recognizes that Texas school children and adult students are entitled to the best possible education that planning, experience, and effort can devise.

To develop and educate each student according to his or her potential is the underlying philosophy defined in the text of the Goals for Public School in Texas. The Goals, adopted by the Board in 1970 and reaffirmed in 1979, are reviewed periodically to ensure they continue to meet the needs of Texas students. The Goals, stated as follows, provide the broad framework for the social studies subgoals, K-Grade 12:

STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity and to learn behavioral patterns that will make each a responsible member of society.

A. Intellectual Discipline
B. Economic and Occupational Competence
C. Citizenship and Political Understanding and Competence
D. Physical and Environmental Health, Ecological Balance, and Safety
E. Appreciation of Culture, Language, and Life Style Diversities and Their Corresponding Aesthetic Values
F. Competence in Personal and Social Relations
G. Use of Leisure Time

ORGANIZATIONAL EFFICIENCY

The public school system of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

ACCOUNTABILITY

A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes.

SOCIAL STUDIES SUBGOALS, K-GRADE 12

The instructional subgoals that follow support the Goals for Public School Education and suggest what a balanced social studies program is to provide students throughout an instructional sequence, K-Grade 12. Specifically, they support the goal statement that "The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society."

Local districts may adapt the subgoals to their own social studies goals and objectives that describe what students should achieve as a result of having experienced the program.

Subgoal I: The social studies program shall help students acquire factual and generalized knowledge of people and their environments, including:

- the history, structure, and processes of the American economic system and other economic systems
- historical data and interpretations about Texas, the United States, and the world
- the institutions and processes of local, state, national, and other political systems
- local, state, national, and world geography
- psychological, sociological, and cultural factors affecting human behavior

Subgoal II: The social studies program shall help students to develop and examine their own values and attitudes and those of others, including:

- self-respect and respect of others
- commitment to democratic beliefs, human freedom, and personal responsibility
- appreciation for the nature of and demonstration of positive support for the American economic system

Subgoal III: The social studies program shall help students to develop skills and processes necessary for understanding and interacting within various environments, including:

- obtaining, analyzing, and explaining information from various sources
- applying historical and social science facts, concepts, rules, and generalizations
- using participatory skills in a variety of human relationships
- developing and using the processes of reasoning

SPECIAL CONCERNS

A major task of an educational program is to provide each student with opportunities to grow physically, emotionally, aesthetically, and intellectually to the full extent of his or her abilities. The social studies program should be planned to meet special student needs and to include specialized curriculum elements as appropriate. Opportunities should be provided for social studies teachers to meet with counselors and with teachers of students with special needs to plan instructional programs best suited to such students.

The following special concerns, derived from state and federal legislation, State Board of Education priorities, and accreditation principles and standards, are to be considered as social studies programs are developed.

SPECIAL STUDENT CONCERNS

Handicapped Students

Social studies courses are among the essential curriculum elements prescribed by state law; therefore, all students must complete work in this area. Handicapped students may fulfill this requirement through selection of appropriate options that modify content and/or methodology to varying degrees. The admission, review, and dismissal (ARD) committee in a local district has the responsibility of developing an Individual Educational Plan (IEP) for each handicapped student. When appropriate, students may be required to complete a minimum of 18 units of credit for high school graduation. Local districts should consult Texas Education Agency PubLication AD8 871 01, *Policies and Administrative Procedures for the Education of Handicapped Students* for current special education policy. *A Plan for Secondary Programming for the Handicapped Student,* in pilot status during school year 1978-79, addresses comprehensive education of handicapped students. Requests for information concerning this project should be addressed to the Department of Special Education, Texas Education Agency.

Gifted and Talented Students

Gifted and talented students are those who, by virtue of outstanding abilities, are capable of high performance. They may demonstrate, singly or in combination, above-average achievement or potential in such areas as general intellectual ability, specific subject matter aptitude, ability in creative or productive thinking, ability in the visual and performing arts, and mechanical and leadership ability. The social studies should provide for these students' needs in a variety of appropriate ways.

Coordinated Vocational-Academic Students

Coordinated Vocational-Academic Education (CVAE) is designed to enable educationally-disadvantaged students to prepare for gainful employment through vocational education. A modified

academic curriculum is provided in the basic areas of language arts, mathematics, science, and social studies. Social studies instruction should be offered at the learning level of each student regardless of grade placement.

Bilingual Students

Each school district having 20 or more students of limited English-speaking ability in any one language category must, according to law, have a program of bilingual instruction in Kindergarten through Grade 3. Bilingual instruction in Grades 4 and 5 is optional. Social studies in the bilingual program should include content on the multicultural nature of American society and on various world cultures. The program should also include the cultural and linquistic characteristics of ethnic populations and their various lifestyles.

SPECIAL CURRICULUM CONCERNS

Career Education

Since 1973, career education has been a priority area of educational concern for Texas schools. Basic learner outcomes for career education should be incorporated into the entire educational program including social studies. Through such an interdiciplinary approach, students should develop increased personal knowledge, skills, and attitudes concerning careers as well as an awareness of career opportunities.

Crime Prevention and Drug Education

The purpose of the Crime Prevention and Drug Education program is to minimize the incidence of crime and drug abuse among youth through a variety of educational experiences for students designed to increase self-esteem, develop the capacity to relate to others, and increase skills in decision-making. Law-related instruction, when included as a part of crime prevention and drug education, offers opportunities for students to study the law, their legal rights, and responsibilities. The social studies program should integrate objectives and activities relating to self-concept; decision-making skills; interpersonal relationships; and attitudes and knowledge about crime, juvenile delinquency, and drugs.

Multicultural Education

The confluence of many cultures has been characteristic of American life throughout our history. The great variety of cultures has been a powerful influence in structuring our social system, enriching our national heritage, and creating some of our most critical problems. The social studies curriculum should, wherever relevant, stress the contributions of individuals from many groups to our national development and the enrichment of our heritage by influences from all cultures represented in our population.

Multicultural education includes a study of cultures beyond the United States. In an increasingly interdependent world, students should have the opportunity to study, analyze, and compare the great variety of cultures of the world. Such a study should be provided throughout the social studies curiculum, K-Grade 12.

Economic Education

As part of the goal to develop economic competency in students, economic education including an understanding of the American free enterprise system is to be included in the social studies curriculum, Grades 1-12. Such instruction integrates the concepts of economics, the essentials and benefits of the free enterprise system, and the role of the individual in the system into the existing program.

Law-Related Education

Law-related education, an important component of citizenship education, focuses on specific laws and legal processes as they affect the individual and society. This instruction emphasizes concepts of law; the role of law enforcement officials in the society, the legal system and its affects on young people; and the legal rights, liberties, and responsibilities of youth.

These topics should be designed to allow the student to be involved directly in the learning process through such strategies as role playing, mock trials, case studies of laws, and individualized activities such as interviews and reports.

CONTENT FOR THE SOCIAL STUDIES, K-GRADE 12

The basic theme for the social studies instructional program, K-Grade 12, is "The Individual as Citizen." The program is a sequential, developmental program of studies designed to help students understand their roles as participating citizens on local, state, national, and global levels, and to understand present and past ways of life—their own as well as those of other people.

The social studies program is designed to carry out the theme through the development of:

- a knowledge of social studies content
- values and attitudes related to human relationships and citizenship
- skills and processes for successful study and participatory citizenship

The K-Grade 12 curriculum descriptions that follow provide a broad outline from which specific content may be selected and are intended to be as flexible as possible so that adaptations can be made in a variety of school organizational structures.

ELEMENTARY PROGRAM, K-GRADE 6

The basic pattern of content for K-Grade 6 is from "near to far," generally referred to as the "widening horizons" pattern. This pattern refers to the sequential development of content from one level to another, beginning with students' immediate environments and expanding to less familiar areas as students move from one instructional level to another. Such a pattern also provides for the development of concepts from concrete to abstract and of skills and processes from simple to complex. Time and chronology concepts should be introduced in the early grades with the understanding that these have limited meaning for students at this level.

Content selected for the social studies curriculum, K-Grade 6 should be:

- significant, transferable, and cumulative so that information acquired will be useful in a variety of new situations and relationships that the student will encounter at a later time
- organized primarily within the framework of basic concepts or ideas of history, geography, economics, and political science
- reflective of elements of anthropology, sociology, psychology, and philosophy
- selected to develop those attitudes, values, and processes of decision-making essential for effective citizenship and human relations
- designed to give students an appreciation of the American heritage and fundamental principles of democracy
- planned to develop skills and processes necessary for learning how-to-learn and for critical thinking
- aimed at carrying out goals and objectives identified at state and local levels

In addition to these criteria for the selection of content, the following should be emphasized in the elementary social studies curriculum.

Citizenship Education

Content for citizenship education should be designed to provide knowledge of such fundamental concepts as:

- rights, liberties, and obligations of citizens
- government of laws
- worth and dignity of individuals
- equal opportunity for all individuals to participate in civic decision-making

Citizenship education in the elementary grades helps ensure that children understand their roles as citizens in relationship to:

- the family and school
- their own and other communities
- their country and other countries of the world

Practical application of these concepts by students may be provided through:

- studying about and participating in rule-making
- making decisions concerning group and individual actions
- participating in meaningful patriotic activities
- organizing activities for work and play

Crime Prevention and Drug Education

Instruction on crime prevention and drug education is mandated to begin in Grade 5. Content for such instruction in the elementary grades may include:

- the consequences of possession and/or use of illegal drugs
- school policies concerning the possession and use of illegal substances
- factors that influence an individual's use of illegal drugs
- the responsibilities of students as members of the family, school, and community

The learning of such content may be provided by:

- using law enforcement officials as classroom presenters
- studying laws that relate to juveniles

Economic Education

Content for the study of economics includes instruction on the free enterprise system and is planned to give students the opportunity to study such topics as:

- the problem of unlimited wants and limited resources
- choice-making by individuals and groups necessitated by scarcity
- the characteristics of the American economic system
- the economic interdependence of individuals, communities, states, and nations

Practical application of these topics by students may be provided by:

- giving students opportunities to budget time and resources
- providing learning situations in which economic choice-making is the central purpose
- studying current issues such as the use and conservation of natural resources
- observing and studying community sites involved in the production of goods and services

Career Education

Career education is designed to assist students to discover and prepare for satisfying, productive means of earning a living. Content in the elementary social studies curriculum is to help students:

- demonstrate positive attitudes toward career choices of people, toward work as a means of achieving satisfactions, and toward work in relation to themselves
- be aware of the lifestyles, major duties, and responsibilities involved in a variety of careers
- recognize the relationships between basic economic concepts and the world of work
- be aware of many differing careers
- have the knowledge and skills to obtain additional information about careers

Support for the above may be provided by:

- utilizing the community to explore career opportunities and to observe people at work in a variety of careers
- involving parents and various members of the community as classroom resources concerning work and careers
- exploring, in a historical context, the changing nature of work on a community, state, and national level
- studying people who are or were prominent in a variety of careers
- investigating careers related to the social studies

Multicultural Education

Content in the elementary social studies curriculum is to reflect the concept of the confluence of cultures: that people of varied traditions, speaking many different languages, came together to build a new and strong state and nation. Content should be organized for:

- considering the great cultural diversity among the ethnic groups that make up our population and the enrichment this has brought to the American heritage

- examining the historic record of individuals from many groups whose achievements helped build a state and nation
- identifying the contributions of cultural, ethnic, and racial groups to the American heritage
- examining cultural conflicts (past and present), how they arose, and what alternatives were found for resolving them
- examining stereotypes as they apply to cultural and ethnic groups

Support for the multicultural theme may include:

- studying and observing holidays, festivals, and special events associated with various cultural groups
- identifying specific contributions of individuals and groups representing various cultures in American society
- studying individual and family cultural backgrounds
- using the arts, literature, and music of various cultural groups in instruction

The multicultural theme is to include a study of the world and its peoples and various political, social, and economic systems. Within the framework of the "widening horizons" curriculum pattern, content is selected for:

- recognizing commonalities and differences among peoples of various countries of the world
- understanding how geography influences peoples' lives and cultures
- identifying the contributions of many nations to the historical and cultural heritage of our state and nation
- exploring the economic interdependence of the people and nations of the world
- examining stereotypes of other people and countries

Development of the above ideas may be provided by:

- utilizing pen pal writing activities with students in other countries
- studying the countries from which the ancestors of the students came
- inviting foreign students and visitors to speak to students on selected topics about their native countries
- including music, art, dance, and literature of countries under study

Kindergarten and Social Studies

Kindergarten programs are designed to help children learn during their optimum time for physical, social, and mental development. Educational programs in kindergarten should be highly individualized to provide for the development of young children at their own pace. Programs, therefore, should be adapted to the needs and interests of the child. They should not be planned as a downward extention of Grade 1 instruction.

The kindergarten classroom may include the following learning centers: art, woodworking, manipulatives, music, housekeeping, library, and science. The learning centers provide children with opportunities to explore individual interests, exercise initiative, and develop resourcefulness.

Content for learning experiences in the daily schedule of a kindergarten program is drawn from many subjects including social studies. The subjects, however, are developed as an interrelated series of learning experiences rather than in isolation. These learning experiences help the child develop basic concepts, skills, attitudes, and knowledge.

Firsthand concrete experiences at home and at school, in the neighborhood, and in the community should be designed to enhance or introduce social studies concepts in the kindergarten.

SECONDARY PROGRAM, GRADES 7-12

The secondary social studies program continues the development of the basic theme "The Individual as Citizen" and consists of three categories of required and elective courses. These categories are American Studies, World Studies, and Introduction to Selected Social Science Disciplines. The courses are designed to further the development and application of knowledge, values, attitudes, skills, and processes begun in the elementary program.

Instruction in economics, including the essentials and benefits of the free enterprise system, is incorporated in each of the required secondary courses. The special curriculum concerns discussed on pages 10-11 should be included in the secondary program, Grades 7-12, as is appropriate.

American Studies

This category of American Studies includes four required and six elective courses. These courses provide the students with a program of study of political, economic, and social systems at state and national levels with an emphasis on the American heritage.

Texas History and Geography

Grade Placement: 7
Required

Time: Minimum of 130 clock hours
(72 in Texas history)

The course is designed to provide students the opportunity to study their Texas heritage with an emphasis on history and geography.

Historical content includes accounts of significant events, individuals, groups, issues, and conflicts from earliest beginnings to the present. The content reflects the multicultural nature of Texas in which people of various backgrounds and traditions, speaking different languages, came together in a new country and built a republic and then a state. Content on local and state governments should be included.

The course should be designed to give students the opportunity to investigate the history of their community or area of the state, using such primary sources as newspaper files, old diaries, letters, census reports, and interviews with citizens who have firsthand knowledge of earlier days.

Geographical content includes:

- the landscape and inhabitants in the various regions of the state encountered first by explorers and later by settlers
- land use, rural and urban, in the regions with emphasis on causes and processes of changing usage
- the interrelationships of people and their environment
- the use and abuse of resources within the framework of history

Content is organized to facilitate historical and geographic skill development.

American History and Citizenship

Grade Placement: 8 Time: Minimum of 130 clock hours
Required

The course is designed as the first of a two-year required study of American history, the second year to be taught in any grade, 9-12.

Content for the Grade 8 course includes early beginnings, but major focus is on significant persons, issues, and events related to the establishment of the Republic through the Civil War and Reconstruction.

Content for citizenship includes such basic elements of American citizenship as the history and origin of the United States Constitution; structure and function of the federal, state, and local governments; the Bill of Rights; the rights, liberties, and obligations of citizens; participation and decision-making in civic affairs; and the concept of a government of laws.

Content for the study includes, wherever relevant, the multicultural nature of the people who contributed to the discovery, exploration, settlement, and building of the United States.

Elements of geography that are essential for full understanding of historical events and issues are included as part of the historical content and are designed to build geographic skills.

American History

Grade Placement: 9-12 Credit: 1 unit
Required

Content for the second year of study of American history covers significant people, issues, and events after the period of Reconstruction, emphasizing present-day issues that have their roots in the past. The second year of American history completes the study begun in Grade 8. It builds upon and uses, in a variety of relationships, the historical and geographic knowledge and skills acquired previously. The same content included in Grade 8 is not planned for restudy within the same context in the high school course.

Content, wherever relevant, emphasizes cultural pluralism as a characteristic of American society, past and present.

Whenever appropriate, expository accounts, and interpretations of events and issues are supported by documentary and primary sources, or excerpts from such sources as diaries, letters, newspapers, public laws, decrees, and documents.

American Government

Grade Placement: 10-12 Credit: ½-1 unit
Required ½ unit required

The course provides an opportunity to explore the political and governing processes, elements of political theories, and governmental structures and functions included in the social studies at previous levels. The course is so designed that it does not repeat within the same context the same information on structures and functions of government studied in Grade 8.

Content includes such topics as the political processes at national, state, and local governmental levels; comparative government; and international relations. Emphasis is placed on concepts of political participation, leadership, decision making, political institutions, nature of laws, and the rights and responsibilities of American citizenship.

The course includes a study of the Texas and Federal Constitutions as required by statute.

Advanced Texas Studies

Grade Placement: 10-12 Credit: ½ unit
Elective

The course is designed to provide an in-depth study of the historical, social, economic, and political developments that have affected life in Texas in the twentieth century. An analysis of these developments

and changes should emphasize that Texas is a microcosm of the greater American scene. The course provides students opportunities to study the history of their community and area of the state.

Content selected for study builds upon but does not repeat within the same context information studied in the Texas History and Geography course for Grade 7.

American Culture Studies

Grade Placement: 10-12 Credit: ½ unit
Elective

The course provides an opportunity for the study of American groups and individuals who have maintained their cultural identities while participating in the larger national society. Content of the course may include:

- the historical backgrounds, traditions, and contributions to the American way of life by various cultural groups
- concepts of cultural pluralism and diversity as significant elements of the American heritage
- art, music, literature, drama, and other culturally related activities of various cultural groups

American Indian Studies

Grade Placement: 10-12 Credit: ½ unit
Elective

The course is designed to provide students an opportunity to study the history and culture of American Indians. Suggested content includes:

- the pre-Columbian period concerning origins of American Indians in the present-day United States and the development of their cultures in various regions
- similarities and differences among various Indian cultures, past and present
- relationships with European explorers and colonists
- efforts to maintain cultural identities in relation to dominant cultures
- diverse lifestyles of present-day American Indians
- governmental policies toward Indians, past and present
- art, music, drama, literature, and other aspects of Indian cultures

Mexican American Studies

Grade Placement: 10-12 Credit: ½ unit
Elective

The course provides an opportunity to study one of the largest cultural groups in American society. Suggested content for the study includes:

- Indian, Spanish, and Mexican historical background
- patterns of Spanish-Mexican settlements in the Southwest from the Spanish Colonial period through the war with Mexico in 1848
- roles of Mexican Texans in the Texas Revolution and in the establishment of the republic and the state
- Spanish-Mexican influences on American culture, particularly in the Southwest
- art, music, drama, literature, and other aspects of Mexican American cultures
- various lifestyles of present-day Mexican Americans

Black American Studies

Grade Placement: 10-12 Credit: ½ unit
Elective

The course is a study of black Americans from early origins in Africa to present day participation in American society. Content may include:

- Black Americans' historical and cultural origins in Africa
- the movement of blacks in Africa by means of the slave trade to America
- Blacks' contributions to the struggle for freedom and the building of the United States
- various lifestyles of black Americans
- Black American movements to achieve economic, political, and social equality
- the interaction of blacks with individuals and groups of various religious, national, racial, and ethnic backgrounds
- art, music, drama, literature, and other aspects of black American culture

Fundamentals of the Free Enterprise System

Grade Placement: 9-12 Credit: ½ unit
Elective

The course is a study of the American free enterprise system, which is characterized by private ownership of the means of production and distribution of goods and services. It includes study of the role of free markets in the determination of prices and the allocation of the nation's resources.

Other topics of study include:

- history and characteristics of a free market economy
- the American business system and types of business ownership
- the profit motive and competition
- private decision-making rather than state control in the investment process

- roles of the labor force, business, government, and individuals in the American free enterprise system
- advantages and disadvantages of government intervention in the free market economy
- interaction of the American free market economy with the world market

This course is not required of students to meet state graduation requirements; however, it must be offered by all high schools.

World Studies

The group of World Studies includes two full-year courses, one of which is required for graduation,* and a series of five elective courses. These courses offer students a variety of approaches to developing world perspectives. A general survey of the world or regions is not a major objective of the courses. A limited number of countries, regions, or cultures should be selected reflecting geographic distribution; size and importance; and types of political, social, or economic systems.

World History Studies

Grade Placement: 9-12
Required or elective

Credit: 1 unit if required
½ or 1 unit if elective

The course includes studies of the history and development of a variety of world cultures, past and present. Content selected is to be of sufficient depth to provide a basis for students to compare and analyze various ways of life and cultural patterns, emphasizing the diversity and commonality of human experiences and the understanding of how these patterns occurred over time. A study of contemporary world affairs is an essential part of the course.

A general survey of the history of the world or one particular culture or region is not a major objective of this course.

Area studies provide one approach to this course. Another approach is based on consideration of global movements or broad themes such as the rise of nationalism, world religions, and the search for freedom and security.

Still another approach may examine and analyze such concepts as interdependence or conflict in a global, historical setting.

*Local schools must require one unit in either World History Studies or World Geography Studies for high school graduation.

World Geography Studies

Grade Placement: 9-12
Required or Elective

Credit: 1 unit if required
½ or 1 unit if elective

The course provides students the opportunity to study the interaction of peoples and cultures with their physical environments in the major areas of the world.

Content for the course includes:

- effects of environment on the development of cultures
- location of major landforms and features around the world
- forces that alter the features of the earth's crust
- effects and influence of weather, climate, and oceans on people and environments
- impact of physical environments on population movements and distribution
- alternative uses, abuses, and preservation of natural resources and the physical environment
- political and economic decisions affecting environment and its use
- urban analyses with a focus on:
  - site and situation of cities
  - function of cities
  - patterns of urban growth
  - movement of people, goods, and services

The course content may be organized on a regional basis or by major themes or topics. In addition, the content should develop and reinforce geographic skills and processes that have been included in previous instruction.

Latin American Studies

Grade Placement: 10-12
Elective

Credit: ½ unit

The course of study is designed to give students knowledge and understanding of the people of Latin America, their history, cultures, achievements, and problems. Content emphasis is on twentieth century developments, and may include:

- environmental and cultural factors that have influenced ways of life
- social, political, and economic developments
- contemporary inter-American relations
- the influence of geography on developments in Latin America
- the struggle to establish and maintain independent governments

Content for the course may include:

- a brief study of the major Indian civilizations of Mexico and Central and South America before the arrival of Europeans
- the various colonial systems and institutions developed in the Americas

A general survey of Latin America is not a major objective of the course.

European Studies

Grade Placement: 10-12 Credit: ½ unit
Elective

The course is designed to provide opportunity for students to study the history and development of European cultures and ideas. Content may include such topics as:

- European history from early beginnings to the present with emphasis on the twentieth century
- the movement toward economic, political, military, and cultural cooperation by various countries
- the interaction of Europe with the rest of the world both historically and presently
- the influence of geography on the areas or countries studied

The course is to be organized for in-depth study of selected European countries or areas.

Asian Studies

Grade Placement: 10-12 Credit: ½ unit
Elective

The course is designed to give students insights into the diverse cultures of Asia. It offers students an opportunity to study in depth aspects of the history and culture in selected regions or countries. Topics may include:

- the role of religions and traditions in shaping peoples' actions
- peoples' attitudes toward and their responses to social, political, and economic changes
- various colonial systems and institutions developed in a region or country
- the emergence of independent governments
- the influence of geography on cultural developments

African Studies

Grade Placement: 10-12 Credit: ½ unit
Elective

The course provides opportunity for students to study in depth selected regions or several key countries of Africa. Topics for study may include:

- the history of early empires
- patterns of colonial settlements
- the struggle for independence and resulting problems
- variations of cultural patterns
- the impact of technological development on cultures
- the influence of geography on historical and cultural developments

Introduction To Selected Social Science Disciplines

This series of elective courses is designed to provide students with an introduction to the concepts and methodologies of various social science disciplines and the opportunities to apply such concepts and methodologies. In addition, each course allows students to explore careers in the discipline under study.

Anthropology

Grade Placement: 10-12 Credit: ½ unit
Elective

The course provides opportunity for students to study a variety of human cultures and their development. The study introduces students to anthropologists' processes of observation and analysis of cultural patterns. Topics for study may include:

- the concept of culture
- theories and principles of culture formation, growth, functions, and cultural change
- the relationship of culture and environment
- social groups, organizations, and institutions
- relationship between culture and individuals
- role of language in culture and society
- role of artifacts as tools for analyzing cultures

Economics

Grade Placement: 10-12 Credit: ½ unit
Elective

The course is designed to provide opportunities for students to study basic principles and theories concerning production, consumption, and distribution of goods and services. Included in the study are such concepts as scarcity, interdependence, market, economic system, price, costs, economic stability and growth, and comparative economic systems.

Content is designed to:

- give students insight into the techniques employed by economists in analyzing data
- help students develop competencies in the application of economic knowledge to practical economic functions
- provide students with an understanding of the essentials and benefits of the free enterprise system

Philosophy

Grade Placement: 10-12 Credit: ½ unit
Elective

The course is designed to introduce students to some of the philosophical concepts and questions related to the study of people and the appraisal of their conduct.

Opportunity is provided for students to study:

- logic and ethical analysis
- the scientific method of reasoning
- questions, concepts, theories, and value judgments as they relate to such topics as religions, morality, human nature, and civic responsibility
- the importance of belief as a basis for actions and guide to decision making

Content is designed to provide opportunities for students to:

- develop an awareness that there are diverse philosophical points of view
- learn to discuss controversial issues responsibly

Psychology

Grade Placement: 10-12 Credit: ½ unit
Elective

The course provides opportunity to study elements of individual and group psychology and how the knowledge, methods, and theories of psychologists are applied to the explanation of human behavior. Content for the course may include topics on:

- factors involved in learning
- human growth and development
- behavior patterns that influence or produce in individuals such responses as aggresssion, creativity, withdrawal, alienation
- adjustments to the social environment and processes through which the behavior of individuals is influenced by patterns of behavior in various groups to which they belong

Course content is organized to help students to develop:

- critical attitudes toward superficial generalizations about human behavior
- a recognition of the difficulty of establishing the truth of propositions about human behavior
- a better understanding of human behavior

Sociology

Grade Placement: 10-12 Credit: ½ unit
Elective

Sociology provides opportunities for students systematically to study individuals, groups, and their basic institutions. Content may include:

- social institutions such as the family; religion; education; and political, social, and economic groups
- roles of moral values, traditions, folkways, and attitudes in a society
- social mobility of people
- impact of science and technology upon people and cultures
- concepts of culture and society
- processes of socialization
- roles of people in various situations and relationships

Content is designed to give students insights into the ways sociologists work and how their knowledge, methods, and theories are applied to study human actions and relationships.

Advanced Social Science Problems

Grade Placement: 10-12 Credit: ½ unit
Elective

The problems course is designed to give students the opportunity to apply the knowledge and processes of the social sciences to a variety of issues.

Students who enroll in this course should be proficient in locating and organizing data independently, using techniques of interviewing people to obtain firsthand information, and in participating in group discussions.

Content should be organized so that students may develop competence in:

- recognizing cause and effect relationships
- recognizing fallacies in reasoning and in propaganda techniques
- synthesizing knowledge acquired into useful patterns

- generalizing from factual evidence
- stating and testing hypotheses
- applying problem-solving skills

Issues selected for study:

- should have both contemporary significance and historical perspective
- may be examined within the framework of any one or more social sciences

Opportunities should be provided for students to carry out their studies both within and outside of the school setting.

Appendix A

ESSENTIAL CURRICULUM ELEMENTS PRESCRIBED BY STATE LAW AND STATE BOARD OF EDUCATION POLICY

This section outlines social studies curriculum elements that are prescribed by legislative mandates and by State Board of Education policies. The following is from *Principles, Standards, and Procedures for the Accreditation of School Districts,* Texas Education Agency, Publication AD7 825 01. The elements are subject to change as new legislation or policies are passed or revised.

Essential Curriculum Elements Prescribed by State Law (number in parentheses refers to the Texas Education Code)

- Citizenship (2.01)
- United States and Texas Constitutions (21.106)
- Civil Government (21.101)
- United States History (21.101, 21.454)
- Texas History (4.15, 21.101, 21.203)
- Intelligent Patriotism (4.16, 21.102)
- Essentials and Benefits of Free Enterprise (21.103)
- History and Culture Associated with Student's First Language (21.454)
- Modern Geography (21.101)
- Kindness to Animals, Protection of Birds and Their Nest and Eggs (21.105)
- Danger of Crime and Narcotics (21.105)
- Economic Education (21.120)

Essential Curriculum Elements Prescribed by State Board of Education Policies

- In a balanced elementary curriculum:
  - each elementary school maintains a balanced curriculum offering including social studies
  - the daily schedule includes instruction in the area of social studies
  - career education and drug education are integrated into all areas of the program
  - citizenship and economics including an understanding of the free enterprise system are correlated with instruction in curriculum offerings
- In the content for secondary grades:
  - each accredited secondary school (Grades 7-12) makes available to students six years of social studies including the following subjects:
    - one year of Texas History and Geography
    - two years of American History, including one year of American History and Citizenship in Grade 8, and one unit of American History in any grade, 9-12
    - one unit of either World History Studies or World Geography Studies in any grade, 9-12

- ½ unit of American Government which includes a study of the Texas and United States Constitutions
- an elective course on the free enterprise system (½ unit)
- economic education

- All students complete the following subjects in Grades 7 and 8:

Subject	Clock Hours, Minimum
Texas History and Geography	130
American History and Citizenship	130

- All students must complete the following units of credit, or equivalent, to receive a school diploma:

Subject	Units Required
American History	1
World History Studies or World Geography Studies	1
American Government	½

Instruction on the essentials and benefits of the free enterprise system is incorporated within the required courses of American History, World History Studies or World Geography Studies, and American Government.

HIGH SCHOOL CREDIT BY EXAMINATION/PERFORMANCE

The local school board of trustees under locally adopted policies may authorize the granting of credit by examination or performance tests. The policy is to:

- establish eligibility of students who may take the examination or performance test
- establish procedures for students to take the examination or performance test
- provide for determination of the time, place, length, and method of administering the examination or performance test by the administration
- ensure that the particular examination or performance test used to validate the student's ability will verify that the student has demonstrated attainment of the knowledge, competencies, or skills that are the objectives for the course
- set the passing grade for accepting student work under these conditions in accordance with grades that are required of students attending regular classes
- ensure that the examination or performance tests are properly evaluated, certified by the examining teacher and principal, and retained as part of the student's permanent records.

Appendix C

EXPERIMENTAL COURSES

Local needs may best be met in some situations by developing a course that is not included in the List of Approved Subjects and Courses, Grades 7-12.* Experimentation is encouraged, provided that the purposes and content of the course are not a duplication of existing courses on the approved list.

All courses not included on the Approved List are considered experimental and are subject to the following accreditation statements:

> Schools desiring to develop courses not on the "List of Approved Subjects and Courses, Grades 7-12" submit a course description to the Division of School Accreditation, Administration and Services, Texas Education Agency, for approval to teach such a course, and submit an evaluation at the close of the year...
>
> Credit for a course not included in the approved list but given individual approval by the Division of School Accreditation, Administration and Services, may be used in the minimum 18 units required for high school graduation under two conditions:
> (1) if the course has been taught once; and
> (2) if the evaluation report submitted at the close of the course justifies its continuation and specifies how it will be used in meeting graduation requirements.

When a school desires to implement a course of an experimental nature, the following procedures are to be followed:

- Experimentation is to be reported to the Division of School Accreditation, Administration and Services, Texas Education Agency prior to implementation of the project
- A written report must be submitted that includes the nature and extent of the experiment, expected outcome, and methods and procedures
- At the end of the experiment, the school agrees to report findings to the Division of School Accreditation, Administration and Services, Texas Education Agency

More explicitly, schools planning to implement such a course should:

- Submit a course description that includes the
  - content of the course showing the purpose, objectives, texts or instructional materials to be used, the amount of local credit to be granted, and a summary of expected outcomes
  - qualifications of the instructor
  - prerequisite courses, if any

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*_Principles, Standards, and Procedures for the Accreditation of School Districts,_ Texas Education Agency Publication AD7 825 01, pages 43-44.

- implementation data
- time or class period requirements

- Submit a written evaluation of the course to the Division of School Accreditation, Administration and Services, Texas Education Agency at the end of the school year. The evaluation should specifically include the performance of pupils in terms of the course's clearly stated and measureable objectives.

The course descriptions are sent by the Division of School Accreditation, Administration and Services to the appropriate specialists in the Agency for review and recommended action.

Appendix D

REQUIREMENTS FOR ASSIGNMENT OF TEACHERS

All professional personnel are graduates of colleges and universities that are (1) approved by the Texas Education Agency for teacher education programs or (2) otherwise recognized by the Texas Education Agency for public school professional employment purposes.

EXCEPTION: Certain exceptions are specified in *Guidelines for School Personnel: Certification, Allocations, and Records,* Texas Education Agency Publication BU6 912 0.

All professional personnel hold valid Texas teacher certificates appropriate for their current assignments.

Teachers are assigned in areas or subjects for which they have completed an approved program of teacher education as follows:

- An individual who met standards that were in effect for teaching a subject prior to September 1, 1966, shall remain eligible to teach the subject without additional preparation. Requirements in effect for particular years prior to September 1, 1966, are detailed in Columns II and III in Requirements for Assignment of Teachers, see pages 35-36.
- An individual receiving a secondary certificate dated after September 1, 1966, must have the prior teaching field on the certificate to meet standards for teaching the subject in Grades 7-12.
- An individual who met the preparation requirements in effect for a subject in the List of Approved Subjects and Courses, Grades 7-12* on the date of issuance of the individual's certificate shall remain eligible to teach the subject even though additional preparation requirements may be subsequently added.
- If Grades 7 and 8 are organized on a self-contained basis, the preparation of the teacher must comply with the standards applicable to elementary teachers. Self-contained is defined as a class that is taught by one teacher for 50 percent or more of the school day.
- Teachers in departmentalized Grades 7 and 8 must have either the elementary, all level, or secondary certificate with appropriate preparation as specified in Columns II, III, IV, and V, Requirements for Assignment of Teachers, pages 34-35. Teachers with an elementary area of specialization must meet the semester hour requirements shown in Column III.
- When emergency conditions require, a teacher may be assigned without the required preparation in accordance with regulations specified in the Agency's *Guidelines for School Personnel: Certification, Allocations, and Records,* BU6 912 0, provided each teacher assigned under these conditions is reported to the school board.

*See *Principles, Standards, and Procedures for the Accreditation of School Districts,* Texas Education Agency Publication AD7 825 01, pages 43-44.

REQUIREMENTS FOR ASSIGNMENT OF TEACHERS

Grades 7 and 8 Departmentalized

Subject	Minimum Requirements for Those with Certificates Dated Prior to September 1, 1962.	Minimum Requirements for Those with Certificates Dated After September 1, 1962, and Prior to September 1, 1966, and for Those Teaching the Subject with an Elementary Certificate.	Minimum Requirements for Those with Certificates Dated After September 1, 1966.	
I	II	III	IV	V
SOCIAL STUDIES			Area of Specialization	Teaching Field
Texas History and Geography, Grade 7	18 semester hours in social sciences	18 semester hours in social sciences including 12 semester hours related to the assignment	N/A	GHY, HIS, or SST
American History and Citizenship, Grade 8	18 semester hours in social sciences	18 semester hours in social sciences including 12 semester hours related to the assignment		GOV, HIS, or SST

Grades 9-12

Subject	Minimum Requirements for Those with Certificates Dated Prior to September 1, 1962.	Minimum Requirements for Those with Certificates Dated After September 1, 1962, and Prior to September 1, 1966.	Minimum Requirements for Those with Certificates Dated After September 1, 1966.	
I	II	III	IV	V
SOCIAL STUDIES				
American Studies	18 semester hours in social sciences (applies to all subjects under this category)	24 semester hours social science, including 12 semester hours related to the assignment (applies to all subjects under this category)		Teaching Field
American History				HIS or SST
American Government				GOV or SST
Advanced Texas Studies				HIS or SST

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REQUIREMENTS FOR ASSIGNMENT OF TEACHERS, cont.

I	II	III	IV	V
SOCIAL STUDIES				
American Studies				HIS or SST
American Culture Studies				HIS or SST
American Indian Studies				HIS or SST
Mexican American Studies				HIS or SST
Black American Studies				
Fundamentals of the Free Enterprise system	Completion of approved program of teacher education and 12 semester hours related to the assignment for one or more of the areas of vocational education, social science, or business education.			
World Studies	18 semester hours in social sciences (applies to all subjects under this category)	24 semester hours in social science, including 12 semester hours related to all subjects under this category)		
World History Studies				HIS or SST
World Geography Studies				GHY or SST
Latin American Studies				GHY, HIS, or SST
European Studies				GHY, HIS, or SST
Asian Studies				GHY, HIS, or SST
African Studies				GHY, HIS, or SST
Introduction to Social Science Disciplines	18 semester hours in social sciences (applies to all subjects under this category)	24 semester hours in social sciences, including 12 semester hours related to the assignment (applies to all subjects under this category)		
Anthropology				ANT or SST
Economics				ECO or SST
Philosophy				SST, including at least 12 semester hours in philosophy
Psychology				PSY or SST
Sociology				SOC or SST
Advanced Social Science Problems				ECO, GHY, GOV, HIS, PSY, SST, SOC, or ANT

Key to Alpha Codes — Teaching Fields

ECO	Economics	GOV	Govenment-Political Science	PSY	Psychology	SOC	Sociology
GHY	Geography	HIS	History	SST	Social Science Composite	ANT	Anthropology

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Appendix E

TEXAS EDUCATION AGENCY PUBLICATIONS RELEVANT TO SOCIAL STUDIES

Basic Learner Outcomes for Career Education, MA6 824 01

Career Awareness, K-6, BU3 812 01

Career Education in the High School, BU6 812 01

Career Investigation, Middle Schools, BU3 812 02

Classroom Strategies for Individualizing Instruction in the Social Studies, CU9 842 02

Concept Teaching in the Social Studies, BU5 835 05

Evaluation and Social Studies, CU8 842 01

Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes, MA3 843 01

Framework for Crime Prevention and Drug Education in Texas: Desirable Teacher Competencies, MA5 843 01

Fundamentals of the Free Enterprise System, Course Guide, BU5 842 01

Geographic Skills in the Social Studies, Grades K-6, CU8 842 03

Goals for Public School Education in Texas, GE8 402 06

Learning Partners: Reading and Social Studies, CU7 832 06

Principles, Standards, and Procedures for the Accreditation of School Districts, AD7 825 01

Texas State Board of Education, GE9 402 10

Teaching the Free Enterprise System in Required Social Studies Courses, CU9 842 01

These publications may be obtained from the Texas Education Agency through:

Publications Distribution Office
Texas Education Agency
201 East 11th Street
Austin, TX 78701
(512) 475-2268

Appendix F

DIAGRAM OF THE SOCIAL STUDIES PROGRAM

"THE INDIVIDUAL AS CITIZEN"

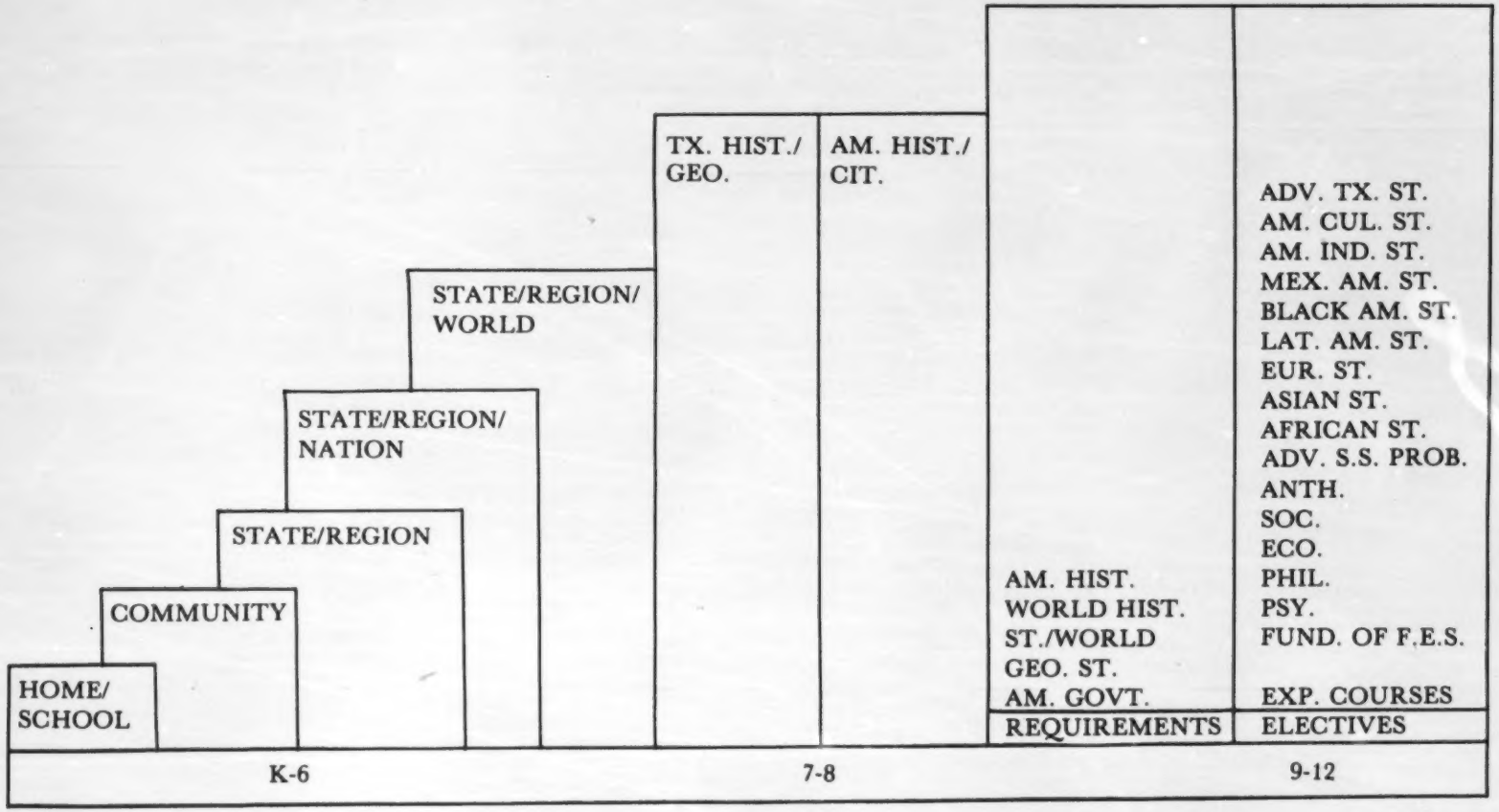
Subgoals Objectives

SKILLS/PROCESSES

ATTITUDES/VALUES

KNOWLEDGE

Content Scope/Sequence



Special Curriculum Concerns

CAREER EDUCATION

MULTICULTURAL EDUCATION

ECONOMIC EDUCATION

CRIME PREVENTION AND DRUG EDUCATION

LAW-RELATED EDUCATION

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.